

# ***Emotionally Intelligent Leadership***

**NASA Goddard's  
Center Director's Colloquia Series**

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# Derailment Study

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A series of studies was done in the 80's and 90's at the Center for Creative Leadership on derailed executives. These were executives who had success in the past but ultimately had to leave the organization involuntarily or had plateaued; they could no longer advance.

The four main findings about the derailed executives are:

1. The executives had problems with interpersonal relationships
2. They had an inability to adapt to change
3. They were too ambitious at the expense of others
4. They had an inability to work with teams

“Today, the leadership skills required are different, even from five years ago. The expectations of people around style have changed greatly. A manager can no longer rely on position power to get the job done. People want to see their leaders, hear them talk from their hearts, roll their sleeves up and spontaneously and genuinely build that trust.” – *a senior executive from the study*

# Leadership Effectiveness

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A summary of leadership research\* indicates that effective leaders possess a number of qualities and skills:

1. High energy level and stress tolerance – have vitality and resilience
2. Self-confidence – self-esteem, are optimistic and persistent
3. Internal locus of control orientation – a belief that events in their lives are determined more by their own actions than by chance or uncontrollable forces
4. Emotional maturity – self-awareness, self-control, not self-centered, less defensive, oriented towards self-improvement
5. Personal integrity – behavior consistent with espoused values, honest, ethical, and trustworthy
6. Socialized power motivation – motivated to satisfy the need for power in socially acceptable ways, such as influencing others to accomplish a worthy cause or helping others to develop their skills and confidence

Research also suggests that effective leaders focus on their personal power to influence others more than their position power. Position power is based on the formal position that one holds. Personal power is based upon one's relationship with others.

\* Gary Yukl, *Leadership in Organizations*, 1998

Emotional Intelligence	Emotionally Intelligent Leadership
<p>The emotional and social skills that influence our ability to cope successfully with the demands of life.</p> <p>⇒ It's being intelligent about our emotional life and relationships.</p> <p>⇒ Through our emotional intelligence (EI), we are able to successfully adapt to the changes we face moment to moment in our life and work.</p>	<p>Using one's emotional and social skills to effectively influence constructive endeavors in others.</p> <p>It's about being sensitive to what is going on within you and with others and making conscious choices about how to respond.</p>
Emotions	
<p>⇒ Emotions are interpretive schemes that give shape and meaning to feelings of the body.</p> <p>⇒ Emotions effect perceptions, actions, decisions, and relationships.</p> <p>⇒ Emotions are built into our physical system.</p> <p>⇒ Emotions guide us and help us to communicate with others.</p>	

# The Seven Misconceptions About Emotions in the Workplace

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1. It's unprofessional to bring emotions to work.
2. Emotions distort the logical reasoning process that allows you to solve workplace problems.
3. If you show emotions at work, people will view you as weak.
4. To work well with someone, you have to be friends with him or her.
5. Your private concerns should never effect your work performance.
6. Enthusiastic approval of employees undermines a manager's authority.
7. There are emotions that are good for work and there are emotions that are bad for work.

# The Five Core Skills of Emotionally Intelligent Leadership

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There are five core skills of emotional intelligence that are critical to effective functioning.

⇒ **Knowing Yourself**

*Self-awareness of emotions and the reasons for them*

We often have several different emotions about any given situation.

We can be aware of and experience our emotions without getting carried away by them.

⇒ **Maintaining Control**

*Managing impulses and emotions*

It's about maintaining focus without being distracted by unproductive reactions.

⇒ **Reading Others**

*Being aware of, understanding, and appreciating the feelings of others*

It's about learning how and why people feel and act as they do.

Reading others is relating to others' experience. When we read others we are able to connect with them and engage them in our vision.

⇒ **Perceiving Accurately**

*Viewing things as they really are*

When we actively work to perceive accurately we strive to see what is really occurring rather than being biased by what we might wish to see.

⇒ **Communicating with Flexibility**

*Having a full range of emotional expression*

It's knowing when to express our genuine emotions and when to modify or suppress their expression depending on the circumstances.

These five skills are not static. They are constantly interacting to help us make effective decisions about how to respond to the ongoing demands of life and work.

# Technique: Process Communication

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The process is the underlying movement behind an interaction. Process is the way things are communicated and done. The content is the topic of an interaction. Process is usually implicit; content is usually explicit. When we engage in process communication, we shine a light on what's usually important, but unspoken. Process comments can be made about an overall situation, underlying patterns, feelings, relationships, or agendas.

## **1. Pay attention to non-verbal messages.**

These include paralinguistics, body language, facial gestures, posture, and hand gestures.

## **2. *Identify what is happening not what is being discussed.***

This usually involves the manner of communication and the emotions about the interaction.

## **3. Make a clear, non-attacking *process comment*.**

Be specific and descriptive.

# The Higher-Order Skills of Emotionally Intelligent Leadership

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The higher-order skills are about making an emotional connection. To lead others we need to inspire them. When we practice the five higher-order skills, we create an emotional connection with people that inspires and motivates them.

⇒ **Taking responsibility**

*Acting independently and with accountability*

Committing yourself, connecting yourself with a goal that encompasses a concern for your community.

⇒ **Generating choices**

*Opening to the possibilities*

Being open, letting go of limiting ways of thinking, appreciating others' ideas and potential. Being flexible.

⇒ **Embracing a vision**

*Committing to a particular view of the future*

Connecting emotionally with a view of the future and communicating it to others.

⇒ **Having courage**

*The judgement that something else is more important than the fear*

Pushing beyond fear. Striving to reach your full potential.

⇒ **Demonstrating resolve**

*Regularly making decisions about what to do, with firm determination*

Making a decision and pursuing it, sticking with it even in the face of diversity.

Practicing the higher-order skills requires great effort. It is in part the effort required to carry out these practices that inspires others.



# Leadership Rating Exercise

Rate a leader on a scale of one to five, one being the lowest and five being the highest.

Name: \_\_\_\_\_

Knowing Yourself	_____
Maintaining Control	_____
Reading Others	_____
Perceiving Accurately	_____
Communicating with Flexibility	_____
Taking Responsibility	_____
Generating Choices	_____
Embracing a Vision	_____
Having Courage	_____
Demonstrating Resolve	_____

Name: \_\_\_\_\_

Knowing Yourself	_____
Maintaining Control	_____
Reading Others	_____
Perceiving Accurately	_____
Communicating with Flexibility	_____
Taking Responsibility	_____
Generating Choices	_____
Embracing a Vision	_____
Having Courage	_____
Demonstrating Resolve	_____

## Technique: Responsibility Checklist

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To build a framework for taking responsibility, we can ask ourselves questions about our actions. Taking responsibility includes investing our energy in leading those who work with us.

- 1. Am I making a *contribution*?**
- 2. Am I fully *accepting the consequences* of the actions I've taken?**
- 3. In light of my subordinates' or colleagues' reactions, is what I am doing discouraging them or *uplifting them*?**
- 4. As a consequence of my actions thus far, *whom am I serving*?**

# Technique: Re-Framing

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Re-framing is shifting our focus from a limiting image of how the world works to a more positive one. It's putting new meaning around a situation, presenting a new context for issues. It is not sugar coating but a way to go beyond our limiting biases and filters. It's creating a new interpretation of a situation that can lead us to solutions.

Albert Einstein said, "Problems cannot be solved by thinking within the framework in which the problems were created."

We can use the re-framing technique when we feel stuck in the same old pattern and are going around in circles. The steps of re-framing involve asking different types of questions to come up with a new meaning to a situation.

## **1. *Identify* your current frame.**

- a. Out loud or in writing, make a succinct statement describing a current situation where you feel stuck.
- b. What assumptions are you making in this situation?
- c. What conclusions are you drawing from your assumptions and what data do you have to back up your assumptions?

## **2. *Explore* new frames.**

- a. How would an unbiased observer describe this situation?
- b. Brainstorm a whole new set of possible explanations and assumptions that may be operating. (Include changing your assumptions from negative ones to positive ones.)

## **3. *Select* a new frame.**

Pick a frame that best fits your new perspective.

# Apollo 13

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Lunar mission Apollo 13 had a crippling mechanical failure that changed the situation from a routine mission to a battle for survival to bring the 3 astronauts back alive. The clip we're going to see is of the first troubleshooting meeting after the accident. It is lead by Gene Kranz, the Flight Director.

Where did you see someone stuck in a limiting frame of reference?

Where did you see re-framing in operation?